

Office Services Supervisor Allocation Guidelines

ALLOCATION GUIDE

OFFICE SERVICES SUPERVISOR I (GENERAL)
OFFICE SERVICES SUPERVISOR I (TYPING)
OFFICE SERVICES SUPERVISOR II
OFFICE SERVICES SUPERVISOR III

INTRODUCTION TO ALLOCATION GUIDES

The Office Services Supervisor allocation guides supplement and clarify the specification for these classes. The levels descriptions contained in the specification are insufficiently definitive for making most allocation decisions.

These guides are a means of establishing more consistency in the allocation of positions.

CONCEPT OF CLASSES

The Office Services Supervisor consolidated series specification describes six classes at three classification levels that train, plan, organize, and direct a staff of clerical employees who perform a variety of general office and related clerical support tasks, including typing, stenography, filing, accounting, cashiering, statistical computations, and others.

OFFICE SERVICES SUPERVISOR I

This is the working supervisory level. Under general supervision, incumbents train new employees, supervise (1) a small group engaged in difficult clerical work; or (2) a larger group engaged in more routine work; and personally perform the most complex work.

OFFICE SERVICES SUPERVISOR II

This is the first full supervisory level. Under general direction, incumbents plan, organize, and direct the work of

- (1) a medium-sized group engaged in difficult clerical work;
- or
- (2) a larger group engaged in more routine work.

OFFICE SERVICES SUPERVISOR III

This is the second full supervisory level. Under general direction, and through subordinate supervisors, incumbents plan, organize, and direct the work of (1) a large group engaged in difficult clerical work; or (2) a larger group engaged in more routine work.

USE OF ALLOCATION CHARTS

When Allocation Factors A, B, and C are clearly met in a single column on Allocation Chart I, the position may be allocated to the level indicated at the top of the column for which the factors are met.

If the primary allocation factors are not clearly met and position is considered a borderline allocation, apply the remaining allocation factors (Factor D, E, F, G, H, and I) which follows Allocation Chart I. Borderline allocations are those which at least fall into the highest end of all factors in the lower level without reservation or qualification.

DEFINITION OF PRIMARY ALLOCATION FACTORS

1. ALLOCATION FACTOR A - NATURE OF ASSIGNMENT AND SPAN OF SUPERVISION

Allocation Factor A reflects class concepts for three levels of work beyond the journey level. The concepts vary from that of the Office Services Supervisor I, a working supervisor of a small clerical unit, to that of the Office Services Supervisor III, a third line supervisor who spends 100% of the time performing the full range of supervisory duties. As the number of equivalent full-time positions supervised increases, so does the potential for the supervisor to resolve "people" problems and perform a wider variety of supervisory duties such as:

evaluating performance, disciplining, training, assigning work, interviewing applicants, developing work procedures, receiving complaints, granting sick leave and time off, etc. Equivalent full-time position means that the amount of time worked by part-time or intermittent positions is added to determine their "equivalent" of full-time work.

For example, assume three positions, working 3/4 time, 3/4 time, and 1/2 time, respectively, would be considered equivalent to two full-time positions. Check the appropriate category on Allocation Chart I.

2. ALLOCATION FACTOR B - NUMBER OF FUNCTIONS SUPERVISED

Supervising two functions is considered more difficult than supervising one function where typically the same type of work (but not necessarily the same set of duties) is performed by all employees. Functions refer to distinctly separate units of personnel (at least two equivalent full-time positions) providing staff support services to a department or a major divisional organization. Fewer supervisory problems relating to cross-training, providing backup assistance, developing work procedures, etc., exist in a one-function operation than in a two-function operation. The same reasoning applies to two functions vs. three and three functions vs. four. Check the appropriate category on Allocation Chart

I.

Typical examples of a function include:

- a. A public information counter.
- b. A typing pool word processing center.
- c. A stenographic pool.
- d. A mail room.
- e. A composer operator unit.
- f. A graphic arts unit.
- g. A files unit.
- h. An accounting or record-keeping unit.
- i. A key data unit.
- j. A reproduction/duplication unit. Units comprised of multiple processes such as offset duplicating and finishing will be considered more varied than a single process unit.
- k. A unit using one of the "departmental specialty" classes. Examples of "departmental specialty" classes are Program Technician (Taxpayer Services), (Retirement Systems), (Criminal Records), etc.

3. ALLOCATION FACTOR C - RANGE OF SUPERVISORY ACTIVITY

In considering Allocation Factor C, the authority or responsibility to perform the following duties should not be of a routine nature, but should require the use of independent judgment. To help complete this evaluation, the reviewer should ask the questions: If this supervisory activity is to be performed, what is the probability that it would be the responsibility of the position in question?

Please note that the intent of:

- a. "Contributes to effective recommendation" is where the position participates in the evaluation of issues and assists in the resolution of the matter. Final decision essentially rest with higher level.
- b. "Effectively recommend" is where the position identifies key issues and recommends a course of action which is usually adopted by next level of supervision. Review often constitutes pro-forma review.

If the answer is "contributes to effective recommendation", record one point. Similarly, if the answer is "effectively recommend" or "makes decision", record two and three points in the respective spaces provided for each activity listed in Allocation Chart

II.

Total the columns and add the totals of the columns on Allocation Chart II to determine the degree of Supervisory activity assigned to the position. Refer back to Allocation Chart I and check the appropriate category.

Additional Directions

At this point, if Allocation Factors A, B, and C are met in a single column on Allocation Chart I, the position can be allocated to the level indicated at the top of the column for which these factors are met. If all the primary factors are not clearly met and the position is considered a borderline allocation, apply the additional factors to determine the proper allocation. Borderline allocations should be consistently high in the majority of the remaining allocation factors (Factors D, E, F, G, H, and I) to warrant allocation to the higher level.

Read the explanation for each of the remaining allocation factors (Factors D, E, F, G, H, and I). After reading each factor, determine which description best fits the position in question. Next check the space that corresponds to the appropriate description on Allocation Factor Chart III. Allocation Chart III can be used to review at a glance the strength of the position in question in terms of the remaining allocation factors.

DEFINITION OF SECONDARY ALLOCATION FACTORS

Experience has shown that only about 10% of the positions fall into the highest category of the following

allocation
factors. Users of the guides are advised to evaluate
other positions in the department appropriately
classified
at the supervisory level under consideration.

1. ALLOCATION FACTOR D - SUPERVISION RECEIVED

Under Close Supervision

This describes the greatest amount of supervision and control from above. Positions "Under Close Supervision" receive direct and detailed instruction and perform fairly routine duties. The objectives, assignments, and work plan are prescribed. The employee follows standardized practices and procedures in accomplishing his/her work and is held personally responsible for the accurate and timely application of the work plan. If the employee has followed prescribed instructions, his/her responsibility ends and the responsibility for the results of positions "Under Close Supervision" rests with a supervisor or superior.

The phrase "Under Close Supervision" does not, however, imply that the employee works directly under someone's eye; that each stage of the work is reviewed and checked; or even that all results are checked. The employee is a trained employee in the work of a given class and is familiar with the methods and procedures affecting the work of his/her position. It is presumed the incumbent is able to recognize instances which are out of the ordinary and which do not fall within existing instructions.

Under General Supervision

This applies to supervision of positions that are subject to a minimum of close and direct control. An employee, however, may receive close managerial supervision, but have a considerable amount of technical independence and responsibility. Although assignments and objectives are nearly always prescribed, a detailed review of the work in process may be done on an occasional basis.

Under General Direction

This describes the least amount of supervision and control from above. Positions "Under General Direction" receive the widest latitude in planning, organizing, and

accomplishing work. Supervising through subordinates, establishing goals and priorities for the unit, and writing or modifying procedures are responsibilities typical of supervisory positions "Under General Direction".

2. ALLOCATION FACTOR E - INITIATIVE/INDEPENDENCE OF ACTION

Independent

Following general work instructions and standardized practices/procedures, incumbents exercise a moderate to high degree of initiative and independent judgment in making determinations based on well established policy, workload, and deadlines.

Highly Independent

Following general direction and standardized practices and procedures, incumbents exercise a high degree of initiative and independent judgment in initiating and altering work processes; and making determinations based on constantly changing policy, workload, and deadlines. Incumbents are expected to organize and accomplish work with a high degree of autonomy.

3. ALLOCATION FACTOR F - KNOWLEDGE

Basic Knowledge

Sufficient knowledge in a field to perform most duties within standard work situations and little direct supervision.

Working Knowledge

Considerable knowledge of the regulations and terminology which would enable the employee to understand daily problems and work effectively with minimal assistance from higher levels.

In-depth Knowledge

Thorough knowledge of the principles, regulations, and special terminology associated with the work. The scope of knowledge includes sufficient comprehension of the subject to solve the most difficult and unusual problems as well as the more typical problems. It also includes familiarity with a "system" as well as the set of duties which form the constitutive part assigned to the incumbent. Immediate supervisor of position has very limited knowledge of the unit's operation.

4. ALLOCATION FACTOR G - THINKING/PROBLEM SOLVING ENVIRONMENT

Repetitive

Identical to similar situations requiring solution by basic choice of learned options.

Patterned

Basically similar, but some differing situations requiring solution by discriminating choice of learned options. Discretion is usually confined by specific standards.

Interpolative

Differing and variable situations requiring mental construction of and/or research through program regulations for solution. Significant amount of discretion exercised within established guidelines.

Adaptive

Consistently variable and unique situation requiring semianalytical, interpretative, evaluative, and constructive thinking. Usually involves written documentation or oral presentation of product. Decisions predominately allow for great discretion under very broad established criteria.

5. ALLOCATION FACTOR H - PUBLIC CONTACT

Most public contact occurs at the working level rather than at the supervisory level. However, the degree of public contact at the working level frequently impacts the degree of public contact at higher levels, since unresolved controversial, sensitive, or complex problems typically require involvement or resolution by a higher level position.

Public as used in these standards is defined as one or more of the following: the general public or citizenry; a

roster of employees within the department for which the incumbent is assigned a specific responsibility; or a collection of State, Federal, or local agencies.

Contact

may be by means of telephone, through correspondence, or in person.

The nature of public contact typically involves one or more of the following: assisting individuals in preparing forms; responding to requests for information; explaining departmental policy and regulations; notifying individuals or their representatives of actions (lack of actions) to be taken.

Normal

Contact is straightforward and informational. Highly sensitive contacts are usually referred to more experienced personnel. There are limited variations in the types of responses given. Standardized or form responses are common. Information provided is often available for direct extraction from departmental records or regulations.

Difficult

While contact is often straightforward and informational, more sensitive contacts are involved. Information given should be varied and occasionally require in-depth referencing of resource material. Preparation of original correspondence is moderate.

Sensitive

Contact is frequently sensitive. The highest degree of difficulty in communicating: (1) through correspondence in responding to differing situations requiring research through program regulations for solution and preparing original correspondence to explain the solution; and (2) by telephone and in person is in dealing with a rude and abusive public where incumbents must demonstrate considerable tact and poise in pressure situations.

6. ALLOCATION FACTOR I - CONSEQUENCE OF ERROR

Consequence of Error is a general phrase used to describe a "mixture" of factors that give significance to an error, omission, or wrong decision. High Consequence of Error may be associated with an individual assignment rather than typical to a class or level. Sample questions for evaluating the Consequence of Error are included, followed by examples of the three degrees of Consequence of Error as used in the class specification.

- a. What is the impact of the error; that is, what is in jeopardy? This may include: time, inconvenience, inefficiency, money, equipment, health, etc.
- b. Is the scope of error or omission strictly an internal one or does it affect other units, the public, or both? Is it likely to result in unfavorable publicity, law suit, or embarrassment to the agency?
- c. Are the incumbent's determinations final? Is there detailed review of the work?
- d. What is the probability for error to occur? Is it unlikely to occur? Is it probable? Is it highly probable?
- e. What is the degree of difficulty in correcting an error or reversing a decision? Errors can be moderately difficult, difficult, or nearly impossible to reverse or correct.

Moderate

One or more of the following conditions exist which tend to reduce the consequence of error:

- (1) The work routinely receives supervisory review or the work is checked by another employee/unit;
or
- (2) An error is not likely to occur; or
- (3) Not much is in jeopardy; or
- (4) Errors are moderately difficult to correct.

Significant

Significant Consequence of Error typically includes either (A) or (B) in Part I; plus (C) or (D) in

Part II and Part III.

Part I

effect

- (A) Errors or omissions rarely have consequences which extend beyond the work performed to other units or the public.
- (B) The impact of an error involves a significant loss of time and inconvenience or places in

jeopardy moderate sums of money or equipment.

Part II

review,
occasion.
(C) Work does not normally receive detailed
but may be spot-checked or audited on

(D) Errors are likely to occur.

Part III

Errors are difficult to correct.

Crucial

Part
High Consequence of Error typically includes either
(A) or (B) in Part I; plus (C), (D), and (E) in

II.

Part I

consequences
affect
(A) Errors or omissions frequently have
which extend beyond the work performed to
other unit, the public, or both.

(B) Errors have crucial impact in terms of money,
equipment, or risk of injury.

Part II

(C) Work is not reviewed or checked.

(D) Errors are quite likely to occur.

(E) Errors are nearly impossible to correct.

ALLOCATION CHART I

OFFICE SERVICES SUPERVISOR I

Allocation Factors

Factor A - Nature of Assignment and Span of Supervision:
Typically first line supervisor of as many as eight
subordinates. This level should have 20% to 74% supervisory
duties, and performs the most difficult work.

Factor B - Number of Functions Supervised: Usually only one, but may be more if relatively routine.

Chart

Factor C - Range of Supervisory Activity (See Allocation II): 7-15 points.

OFFICE SERVICES SUPERVISOR II

Allocation Factors

Factor A - Nature of Assignment and Span of Supervision: Typically second line supervisor of as many as 15, but may supervise as few as five where the functions supervised involved complex clerical or semitechnical operations. This level should have 75% to 100% supervisory duties, and may occasionally handle the most complex and sensitive problems.

three,
of

Factor B - Number of Functions Supervised: Usually two- but may be more or less depending on variety and complexity of individual functions.

Chart

Factor C - Range of Supervisory Activity (See Allocation II): 16-18 points.

OFFICE SERVICES SUPERVISOR III

Allocation Factors

Factor A - Nature of Assignment and Span of Supervision: Typically third line supervisor of as many as 30, but may supervise as few as 15 where the functions involve complex clerical or semitechnical operations. This level should have 100% supervisory duties.

four,
of

Factor B - Number of Functions Supervised: Usually three- but may be more or less depending on variety and complexity of individual functions.

Chart

Factor C - Range of Supervisory Activity (See Allocation II): 19-21 points.

DECISIONS

1. Hiring (Circle one)

Contribute to Effective Recommendation: 1 point

Effectively Recommend

(Recommendation Accepted 99% of the Time): 2 points

Makes Decision: 3 points

2. Determination of Work Assignments (Circle one)

Contribute to Effective Recommendation: 1 point

Effectively Recommend

(Recommendation Accepted 99% of the Time): 2 points

Makes Decision: 3 points

3. Promotion (Circle one)

Contribute to Effective Recommendation: 1 point

Effectively Recommend

(Recommendation Accepted 99% of the Time): 2 points

Makes Decision: 3 points

4. Transfer (Circle one)

Contribute to Effective Recommendation: 1 point

Effectively Recommend

(Recommendation Accepted 99% of the Time): 2 points

Makes Decision: 3 points

5. Adjustment of Grievances (Circle one)

Contribute to Effective Recommendation: 1 point

Effectively Recommend

(Recommendation Accepted 99% of the Time): 2 points

Makes Decision: 3 points

6. Disciplinary Actions (e.g., suspension or discharge) (Circle one)

Contribute to Effective Recommendation: 1 point

Effectively Recommend

(Recommendation Accepted 99% of the Time): 2 points

Makes Decision: 3 points

7. Performance Evaluation (Circle one)

Contribute to Effective Recommendation: 1 point

Effectively Recommend

(Recommendation Accepted 99% of the Time): 2 points

Makes Decision: 3 points

TOTAL = _____

ALLOCATION CHART III

1. Allocation Factor D, Supervision Received

Under Close Supervision _____

Under General Supervision _____

Under General Direction _____

2. Allocation Factor E, Initiative/Independence of Action

Independent _____

Highly Independent _____

3. Allocation Factor F, Knowledge

Basic Knowledge _____

Working Knowledge _____

In-depth Knowledge _____

4. Allocation Factor G, Thinking/Problem-Solving Environment

Repetitive _____

Patterned _____

Interpolative _____

Adaptive _____

5. Allocation Factor H, Public Contact

Normal _____

Difficult _____

Sensitive _____

6. Allocation Factor I, Consequence of Error

Moderate _____

Significant _____

Crucial _____

